

Frequently Asked Questions
Expanded School Mental Health grants
AFA 10-2016-CMH

March 9, 2016 Update

- Does the EBP called Green Dot program or Sources of Strength already purchased for use by a school (school-purchase) meet the standard for school match?
 - Curricula/materials that are already part of a school's inventory may not be counted as match for new ESMH grants. School personnel time devoted to delivering Tier I and II programming could be calculated as match (see question below), and Tier 1 evidence based practices such as *Sources of Strength* and evidence-informed approaches such as *Green Dot* could be used to indicate school readiness for ESMH.

- The point values for the Proposal Narrative are as follows:

cored Content	Points Available
Statement of Need and Population of Focus	15
Proposed Evidence-based Service/Practice	20
Proposed Implementation Approach	40
Staff and Organization Experience	10
Data Collection and Performance Measurement	10
References/Works Cited	5
Total	100

- Since the grant is described as \$30,000 “per school” or “per school system”, do we need to file a single application for all schools within a region (be it 1 or 10 or more) or a single application for ‘each’ school or school system within the region? In other words, one app for all or multiple apps (one app for each)?
 - The purpose of the proposal is to clearly demonstrate that key partners have an understanding of and commitment to a three-tiered model of intervention to promote learning and social- emotional well-being in the targeted school(s), e.g., identified needs, evidence based practices per tier, local steering teams. A combined narrative is acceptable If that case can be made within the narrative page limit, with a budget/budget narrative for each school.
- What is the rationale behind the required match from schools? Must the matching funds be paid for by the school system?
 - The purpose of the match is to demonstrate local sustainability and buy-in from key partners. The commitment needs to be substantial, meaningful and on-going.

Some in-kind may be permitted in the form of staffing. Staff time as “in kind” must clearly demonstrate collaboration and buy-in to the three tier model, and not reliance on BBHMF grant funded staff to be responsible for implementing the programs. Examples:

- Direct delivery of programming by school staff for Tier 2 (which also helps them comply with counselor standards in policy 2315).
- Collaboration between the school counselor (or other staff) and outside community programs/agencies to bring in Tier 2 programming, as long as they document the work.
- Attending LEA/Steering team meetings
- Attending planning meetings
- Identifying students for Tiers 2 & 3.
- Purchase of curriculum for evidence based/promising practice programming